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ABSTRACT

This report provides summary information about the publicly funded vocational education and training (VET) sector in Australia for the year 2000 and, to a lesser extent, 1999. Information is provided for Australia as a whole, for states and territories, and for majors and fields of study. The following information is reported: (1) 1.75 million students undertook vocational programs in 2000, an increase of 6 percent over 1999; (2) 13 percent of Australia's working-age population participated in VET; (3) in the past 10 years, the number of students in VET has increased by 77 percent; (4) 15-24 year olds accounted for 38 percent of all VET students and received more than half of the training hours delivered in 2000; (5) training activity associated with national training packages in 2000 involved 412,300 students and 101.4 million annual hours; and (6) the total operating expense on publicly funded VET in 2000 was close to $4.2 billion, up 5.6 percent over the $3.9 billion spent in 1999. (KC)

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At a Glance

Australian Vocational Education & Training

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Australia in Summary

VET activity by training provider type[1]	1999		2000	
Students	**('000)**	**Per cent**	**('000)**	**Per cent**
TAFE and other government providers	1,232.3	74.8	1,320.7	75.5
Community education providers	235.8	14.3	227.9	13.0
Other registered providers	179.1	10.9	200.8	11.5
Total training activity	1,647.2	100.0	1,749.4	100.0
Module/unit of competency enrolments	**('000)**	**Per cent**	**('000)**	**Per cent**
TAFE and other government providers	9,456.2	81.2	9,888.6	80.4
Community education providers	455.1	3.9	488.6	4.0
Other registered providers	1,729.5	14.9	1,915.5	15.6
Total training activity	11,640.8	100.0	12,292.7	100.0
Annual hours[2]	**('000,000)**	**Per cent**	**('000,000)**	**Per cent**
TAFE and other government providers	279.9	84.6	291.0	84.1
Community education providers	11.7	3.5	12.6	3.6
Other registered providers	39.5	11.9	42.6	12.3
Total training activity	331.1	100.0	346.1	100.0

National Training Package Summary

A *training package* is a set of training components (or *units of competency*) designed to assist students in achieving relevant competencies for a specific industry. The 2000 data on training packages builds on the information presented in the 1999 VET *At a glance* publication, which was the first full year of the implementation of national training packages.

In 2000:

- 408,300 students (or 23.3% of all VET students) were enrolled in training packages, up from about 150,000 in 1999.
- Training packages accounted for 476,300 enrolments (or 22.2% of all course enrolments) and 101.4 million annual hours (or 29.3% of all annual hours delivered).
- Of all training package enrolments, 39.2% were in AQF Certificate II and 34.3% in AQF Certificate III.
- Around 2.9 million units of competency were attained as part of a training package.

Scope and data considerations

The information presented in this publication includes the 2000 data on VET delivered by (1) TAFE institutes and other government providers (i.e., some schools and universities), (2) registered community education providers, and (3) other registered providers, including private providers, that receive public funding. The following information has been excluded from this publication: fee-for-service delivery by private providers and 'non-vocational' training activity (i.e., programs with a focus on recreation, leisure and personal enrichment, which are reported in a separate publication).

The data reported throughout this publication for males and females and student numbers by age have been distributed on a pro rata basis to take into account a small amount of missing data.

The data on Australian population used in this publication is taken from *Australian Demographic Statistics, September quarter 2000, ABS catalogue number 3101.0, 30 June estimates.*

[1] Due to rounding, percentages in this table may not always sum up to 100%.

[2] *Annual hours* are used as the measure of total VET delivery. They are based on the nominal hours for each module/unit of competency and represent the anticipated hours of supervised training under a traditional classroom delivery strategy, although, some clients undertake modules/units of competency in self-paced learning, flexible-delivery or distance-learning modes.

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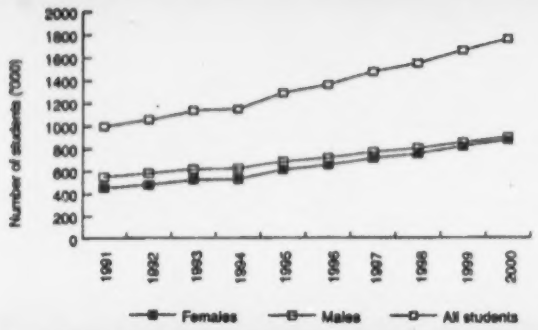
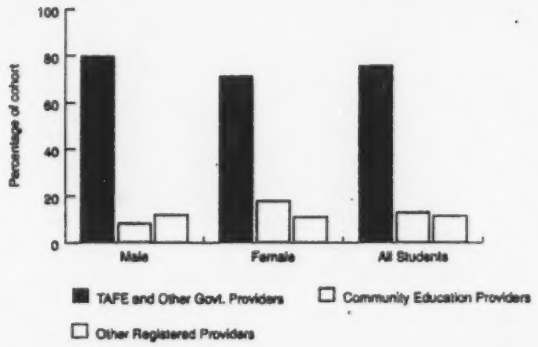
Figure 1: Number of students in VET ('000), 1991-2000



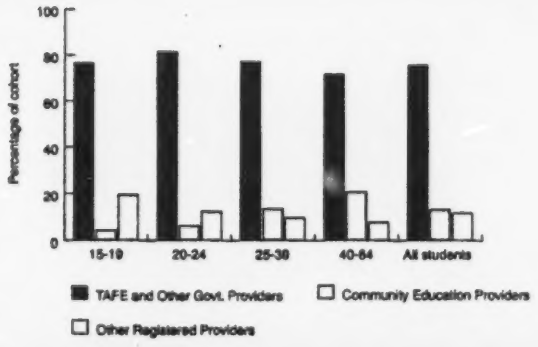
- From 1991 to 2000, the number of students in Australian VET has increased by 77.4% and from 1996 to 2000 by 29.8%.
- The number of both male and female students has consistently grown since 1991. However, from 1996 to 2000, female numbers have grown at a higher rate than male numbers (by 34.4% and 25.7% respectively).
- In each year since 1991, the number of male students was higher than the number of female students. In 2000, males represented 50.8% of all VET students and females 49.2%.

Figure 2: Percentage of VET students by sex and provider type, 2000



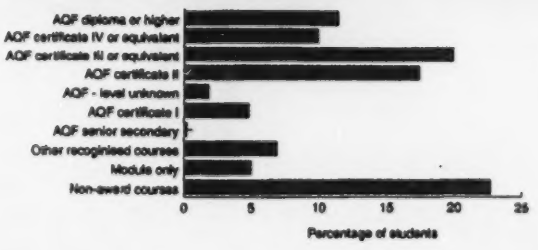
- Of 1.75 million VET students, 75.5% undertook training with TAFE and other government providers, 13.0% with community providers, and 11.5% with other registered providers (including private providers).
- 79.7% of all male VET students and 71.2% of all female students were enrolled with TAFE and other government providers.
- 8.3% of all male students and 17.9% of all female students undertook VET with community providers.
- Other registered providers accounted for 11.9% of all male students and 11.0% of all female students.
- Of all the students enrolled with TAFE and other government providers 53.6% were males and 46.4% females; the student population enrolled with community education providers comprised 32.5% males and 67.5 % females; of all students enrolled with other registered providers 52.8% were males and 47.2% females.

Figure 3: Percentage of VET students by age group and provider type, 2000



- The majority (76.4%) of young people (15-19 year olds) were enrolled with TAFE and other government providers, 4.3% were enrolled with community providers, and a further 19.3% with other registered providers.
- Of all VET students in the 20-24 age cohort, 81.4% undertook training with TAFE and other government providers, 6.3% with community providers, and 12.3% with other registered providers.
- Of all mature age students (25-39 year olds), 76.9% were enrolled with TAFE and other government providers, 13.4% with community education providers, and 9.6% with other registered providers.
- The largest percentage (71.6%) of older students (40 to 64 year olds) undertook training with TAFE and other government providers, 20.7% with community education providers and 7.7% with other registered providers.

Figure 4: Percentage of VET students by major qualification level, 2000



- Almost two thirds of all VET students (65.4%) pursued an AQF qualification or equivalent as their major qualification.
- AQF certificate III or equivalent was the most popular qualification which accounted for the highest percentage of VET students (19.9%). It was followed by AQF certificate II (17.4%), AQF diploma or higher (11.4%), and AQF certificate IV or equivalent (9.9%).
- 22.7% of all VET students undertook non-award courses (i.e, courses that did not lead to any qualification), while 5.0% of students were enrolled in modules not associated with any course.

States and Territories in Summary, 1999 - 2000

Australia
Estimated resident population of 19.2 million persons:

VET highlights:

- total number of students: 1.75 million, 49.2% of whom are female and 50.8% male
- total course enrolments: 2.11 million
- total training package enrolments: 467,300
- total module/unit of competency enrolments: 12.29 million
- total annual hours 346.1 million.

Of all 1.75 million VET students:

- 62,100 (3.5%) reported a disability
- 51,700 (3.0%) identified as Aboriginal/Torres Strait Islanders
- 288,300 (16.5%) were born outside Australia
- 19,800 (1.1%) were full-fee paying students from overseas
- 171,100 (9.8%) spoke a language other than English at home.

	1999 ('000)	2000 ('000)
Number of male students	258.0	312.8
Number of female students	276.3	328.3
Total number of students	534.3	641.1
Number of annual hours	112,070.0	118,400.3
Number of course enrolments	631.2	746.5
Number of module/unit of competency enrolments	3,808.9	4,307.0

* Revised 1999 figure.

NEW SOUTH WALES

NSW has approximately 6.5 million persons (33.7% of Australia's population):

- 36.6% of the total number of students (641,100, of whom 51.2% are female and 48.8% male)
- 35.4% of total course enrolments (746,500)
- 35.0% of total module/unit of competency enrolments (4.31 million)
- 34.2% of total annual hours (118.4 million)

	1999 ('000)	2000 ('000)
Number of male students	258.0	312.8
Number of female students	276.3	328.3
Total number of students	534.3	641.1
Number of annual hours	112,070.0	118,400.3
Number of course enrolments	631.2	746.5
Number of module/unit of competency enrolments	3,808.9	4,307.0

VICTORIA

Victoria has approximately 4.8 million persons (24.9% of Australia's population):

- 26.8% of the total number of students (468,600, of whom 47.8% are female and 52.2% male)
- 22.2% of total course enrolments (468,600)
- 26.6% of total module/unit of competency enrolments (3.28 million)
- 27.3% of total annual hours (94.3 million)

	1999 ('000)	2000 ('000)
Number of male students	250.8	244.4
Number of female students	225.5	224.2
Total number of students	476.3	468.6
Number of annual hours	91,109.2	94,323.9
Number of course enrolments	481.4	468.6
Number of module/unit of competency enrolments	3,186.1	3,276.0

QUEENSLAND

Qld has approximately 3.6 million persons (18.6% of Australia's population):

- 16.4% of the total number of students (286,800, of whom 48.8% are female and 51.2% male)
- 21.2% of total course enrolments (446,400)
- 17.7% of total module/unit of competency enrolments (2.18 million)
- 16.6% of total annual hours (57.4 million)

	1999 ('000)	2000 ('000)
Number of male students	161.1	146.8
Number of female students	145.4	140.0
Total number of students	306.5	286.8
Number of annual hours	56,602.6	57,406.3
Number of course enrolments	465.3	446.4
Number of module/unit of competency enrolments	2,197.2	2,180.6

WESTERN AUSTRALIA

WA has approximately 1.9 million persons (9.8% of Australia's population):

- 7.4% of the total number of students (129,900, of whom 47.5% are female and 52.5% male)
- 7.6% of total course enrolments (160,900)
- 8.1% of total module/unit of competency enrolments (997,800)
- 9.3% of total annual hours (32.3 million)

	1999 ('000)	2000 ('000)
Number of male students	67.2	68.3
Number of female students	59.2	61.6
Total number of students	126.4	129.9
Number of annual hours	30,383.8	32,318.0
Number of course enrolments	156.1	160.9
Number of module/unit of competency enrolments	945.5	997.8

in Summary

1999 ('000,000)	2000 ('000,000)	Estimated growth 1999-2000(%)
0.839	0.888	5.8
0.808	0.861	6.6
1.647	1.749	6.2
331.100	346.140	4.6
1.992	2.108	5.8
11.641	12.293	5.6
$3,938.800*	$4,161.200	5.6

SOUTH AUSTRALIA

SA has approximately 1.5 million persons (7.8% of Australia's population):

- 8.4% of the total number of students (146,200, of whom 48.7% are female and 51.3% male)
- 9.0% of total course enrolments (190,500)
- 7.4% of total module/unit of competency enrolments (912,300)
- 7.1% of total annual hours (24.5 million)

	1999 ('000)	2000 ('000)
Number of male students	66.0	75.0
Number of female students	68.0	71.2
Total number of students	133.9	146.2
Number of annual hours	24,651.8	24,452.1
Number of course enrolments	170.0	190.5
Number of module/unit of competency enrolments	957.0	912.3

TASMANIA

Tasmania has approximately 470 thousand persons (2.5% of Australia's population):

- 2.0% of the total number of students (34,200, of whom 45.9% are female and 54.1% male)
- 2.2% of total course enrolments (45,700)
- 2.3% of total module/unit of competency enrolments (281,700)
- 2.3% of total annual hours (8.0 million)

	1999 ('000)	2000 ('000)
Number of male students	16.5	18.5
Number of female students	15.4	15.7
Total number of students	31.8	34.2
Number of annual hours	6,928.4	8,020.0
Number of course enrolments	43.5	45.7
Number of module/unit of competency enrolments	253.8	281.7

NORTHERN TERRITORY

NT has approximately 195 thousand persons (1.0% of Australia's population):

- 1.3% of the total number of students (22,400, of whom 47.1% are female and 52.9% male)
- 1.1% of total course enrolments (24,000)
- 1.3% of total module/unit of competency enrolments (154,600)
- 1.4% of total annual hours (4.8 million)

	1999 ('000)	2000 ('000)
Number of male students	10.1	11.9
Number of female students	9.1	10.5
Total number of students	19.3	22.4
Number of annual hours	3,958.6	4,828.5
Number of course enrolments	22.2	24.0
Number of module/unit of competency enrolments	128.1	154.6

AUSTRALIAN CAPITAL TERRITORY

ACT has approximately 311 thousand persons (1.6% of Australia's population):

- 1.2% of the total number of students (20,200, of whom 48.2% are female and 51.8% male)
- 1.2% of total course enrolments (25,500)
- 1.5% of total module/unit of competency enrolments (182,800)
- 1.8% of total annual hours (6.4 million)

	1999 ('000)	2000 ('000)
Number of male students	9.7	10.5
Number of female students	9.0	9.7
Total number of students	18.7	20.2
Number of annual hours	5,366.6	6,390.8
Number of course enrolments	22.5	25.5
Number of module/unit of competency enrolments	164.1	182.8

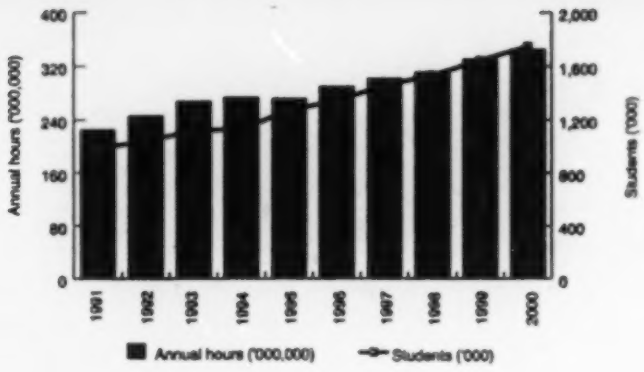
	NSW		VIC		QLD	
	('000)	%	('000)	%	('000)	%
Number of course enrolments	746.5		468.6		446.4	
Number of module/unit of competency enrolments	4,307.0		3,276.0		2,180.6	
Number of annual hours	118,400.3		94,323.9		57,406.3	
Number of male students	312.8	48.8	244.4	52.2	146.8	51.2
Number of female students	328.3	51.2	224.2	47.8	140.0	48.8
Total number of students	**641.1**	**100.0**	**468.6**	**100.0**	**286.8**	**100.0**
Number of students by major qualification category	**('000)**	**%**	**('000)**	**%**	**('000)**	**%**
AQF Diploma or higher	42.8	6.7	67.2	14.3	43.4	15.1
AQF Certificate IV or equivalent	53.0	8.3	53.8	11.5	25.9	9.0
AQF Certificate III or equivalent	107.7	16.8	90.3	19.3	62.6	21.8
AQF Certificate II	99.4	15.5	80.0	17.1	63.8	22.3
AQF Level unknown	15.8	2.5	10.5	2.2	0.2	0.1
AQF Certificate I	20.7	3.2	19.0	4.1	20.8	7.3
AQF Senior secondary	0.0	0.0	2.6	0.6	0.0	0.0
Other recognised courses	82.2	12.8	14.4	3.1	20.1	7.0
Module only	2.4	0.4	80.2	17.1	0.0	0.0
Non-award courses	217.2	33.9	50.6	10.8	49.9	17.4
Number of students in each field of study [a]	**('000)**	**%[b]**	**('000)**	**%[b]**	**('000)**	**%[b]**
Land and Marine Resources, Animal Husbandry	32.5	4.8	30.2	7.3	11.9	3.3
Architecture, Building	29.2	4.3	27.0	6.5	20.6	5.6
Arts, Humanities and Social Sciences	42.0	6.2	23.5	5.6	34.2	9.3
Business, Administration, Economics	134.1	19.7	97.3	23.3	78.1	21.3
Education	15.5	2.3	7.9	1.9	15.3	4.2
Engineering, Surveying	64.6	9.5	61.2	14.7	38.4	10.5
Health, Community Services	49.7	7.3	32.0	7.7	41.0	11.2
Law, Legal Studies	1.3	0.2	1.6	0.4	5.3	1.4
Science	76.6	11.2	13.5	3.2	18.8	5.1
Veterinary Science, Animal Care	1.2	0.2	0.8	0.2	0.8	0.2
Services, Hospitality, Transportation	147.3	21.6	72.6	17.4	36.5	10.0
TAFE Multi-Field Education	87.3	12.8	49.2	11.8	66.1	18.0
Number of students in each discipline group	**('000)**	**%[c]**	**('000)**	**%[c]**	**('000)**	**%[c]**
Humanities	141.3	10.8	89.4	8.7	55.9	8.4
Social Studies	23.7	1.8	15.7	1.5	8.0	1.2
Education	15.4	1.2	23.0	2.2	37.9	5.7
Sciences	49.4	3.8	42.3	4.1	18.7	2.8
Mathematics, Computing	202.3	15.5	144.2	14.0	75.1	11.3
Visual/Performing Arts	23.3	1.8	20.4	2.0	10.2	1.5
Engineering, Processing	82.4	6.3	92.8	9.0	49.1	7.4
Health Sciences	163.3	12.5	134.3	13.0	93.9	14.1
Adminstration, Business, Economics, Law	204.4	15.6	171.8	16.7	101.5	15.2
Built Environment	34.9	2.7	29.5	2.9	21.1	3.2
Agriculture, Renewable Resources	36.9	2.8	26.7	2.6	13.3	2.0
Hospitality, Tourism & Personal Services	133.5	10.2	63.6	6.2	66.3	9.9
Social, Educational & Employment Skills	198.0	15.1	175.7	17.1	116.5	17.4

WA		SA		TAS		NT		ACT		Australia	
('000)	%	('000)	%	('000)	%	('000)	%	('000)	%	('000)	%
160.9		190.5		45.7		24.0		25.5		2,108.0	
997.8		912.3		281.7		154.6		182.8		12,292.7	
32,318.0		24,452.1		8,020.0		4,828.5		6,390.8		346,139.8	
68.3	52.5	75.0	51.3	18.5	54.1	11.9	52.9	10.5	51.8	888.0	50.8
61.6	47.5	71.2	48.7	15.7	45.9	10.5	47.1	9.7	48.2	861.3	49.2
129.9	**100.0**	**146.2**	**100.0**	**34.2**	**100.0**	**22.4**	**100.0**	**20.2**	**100.0**	**1,749.4**	**100.0**
('000)	%	('000)	%	('000)	%	('000)	%	('000)	%	('000)	%
21.5	16.6	12.9	8.8	4.4	12.8	1.4	6.1	6.1	30.4	199.6	11.4
15.0	11.6	16.9	11.6	4.6	13.5	2.6	11.8	1.5	7.5	173.5	9.9
38.9	30.0	29.2	20.0	9.4	27.4	4.9	21.8	4.7	23.3	347.7	19.9
25.0	19.2	17.4	11.9	9.7	28.5	5.6	24.8	3.3	16.4	304.1	17.4
2.5	2.0	1.9	1.3	0.1	0.4	0.6	2.6	0.4	2.0	32.0	1.8
13.6	10.5	4.9	3.4	2.3	6.8	2.6	11.6	0.4	1.8	84.3	4.8
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	2.7	0.2
0.9	0.7	0.1	0.0	1.9	5.7	1.4	6.1	0.1	0.5	121.1	6.9
0.0	0.0	0.5	0.3	0.4	1.0	3.3	14.6	0.0	0.0	86.7	5.0
12.4	9.5	62.5	42.7	1.3	3.9	0.1	0.4	3.7	18.1	397.6	22.7
('000)	%[b]	('000)	%[b]	('000)	%[b]	('000)	%[b]	('000)	%[b]	('000)	%[b]
7.6	5.4	9.1	5.7	2.3	6.2	2.5	12.0	0.5	2.4	96.8	5.2
7.0	4.9	5.1	3.1	1.4	3.7	0.9	4.2	0.8	3.7	91.8	5.0
13.9	9.9	8.1	5.0	1.9	5.1	1.6	7.7	2.2	10.3	127.4	6.9
24.0	17.1	34.1	21.1	10.9	29.1	3.7	17.9	4.7	22.3	386.9	21.0
3.6	2.6	1.9	1.2	3.4	8.9	1.3	6.1	0.7	3.2	49.6	2.7
22.4	15.9	19.7	12.3	5.1	13.6	1.9	8.9	2.1	10.0	215.5	11.7
9.3	6.6	10.3	6.4	3.1	8.2	2.6	12.4	2.2	10.2	150.1	8.1
1.2	0.8	1.5	0.9	0.1	0.3	0.5	2.3	0.1	0.6	11.6	0.6
13.4	9.5	7.6	4.7	2.0	5.3	0.7	3.4	2.0	9.4	134.6	7.3
0.5	0.3	0.5	0.3	0.1	0.1	0.0	0.0	0.1	0.7	3.9	0.2
13.0	9.2	29.2	18.1	4.7	12.6	2.1	9.8	4.5	21.3	310.0	16.8
24.9	17.7	34.1	21.1	2.6	6.9	3.2	15.2	1.2	5.9	268.7	14.5
('000)	%[c]	('000)	%[c]	('000)	%[c]	('000)	%[c]	('000)	%[c]	('000)	%[c]
32.6	10.3	23.5	7.5	5.5	6.2	4.6	8.6	4.9	9.1	357.7	9.3
4.3	1.4	4.2	1.3	1.1	1.2	1.2	2.2	0.7	1.3	58.9	1.5
4.9	1.5	4.9	1.6	2.0	2.3	1.5	2.8	0.9	1.8	90.5	2.4
10.5	3.3	17.0	5.5	2.6	2.9	1.0	1.9	2.0	3.8	143.5	3.7
44.8	14.1	45.5	14.6	12.6	14.3	5.9	10.9	7.2	13.3	537.5	14.0
9.1	2.9	8.0	2.6	1.5	1.7	1.8	3.3	1.2	2.3	75.5	2.0
32.0	10.1	26.2	8.4	8.4	9.6	4.9	9.0	4.4	8.1	300.1	7.8
41.8	13.2	42.2	13.5	14.0	16.0	9.1	16.8	7.9	14.6	506.5	13.2
46.2	14.5	53.0	17.0	16.7	19.1	7.6	14.2	10.3	19.0	611.4	16.0
11.4	3.6	6.7	2.1	2.0	2.3	1.3	2.5	1.3	2.4	108.2	2.8
8.5	2.7	9.4	3.0	2.4	2.7	2.0	3.8	0.7	1.2	99.9	2.6
15.1	4.7	20.6	6.6	5.2	5.9	2.7	5.1	4.7	8.7	311.7	8.1
56.3	17.7	50.8	16.3	13.7	15.6	10.2	18.9	7.5	13.9	628.7	16.4

Notes:
(a) This table does not include students who enrol in separate modules that are not associated with any particular course.
(b) In this table, the percentages do not necessarily sum up to 100%, because students may be enrolled in more than one course in more than one field of study.
(c) In this table, the percentages sum to more than 100%, because students may be enrolled in more than one module in more than one discipline group.

Historical perspective

Figure 5:
Annual hours ('000,000) and students ('000) in vocational programs, 1991 to 2000[1]



Time series - students ('000) by sex and state, 1991 to 2000

	NSW	VIC	QLD	WA	SA	TAS	NT	ACT	AUS
Males									
1991	190.5	148.1	84.6	52.2	42.3	10.4	4.7	8.4	541.1
1992	195.5	160.5	99.2	48.9	43.2	10.9	5.5	8.4	572.1
1993	199.6	181.5	108.5	48.2	41.8	12.9	5.8	8.7	606.9
1994	198.8	181.4	109.4	48.8	49.4	10.5	5.1	9.0	612.3
1995	225.3	201.1	110.0	57.1	50.3	12.2	6.1	10.1	672.2
1996	237.8	218.5	108.4	60.2	50.3	13.7	7.4	9.9	706.3
1997	247.8	233.1	116.6	60.0	66.5	14.9	8.4	9.7	756.9
1998	249.5	233.4	141.2	61.1	70.8	16.1	8.9	9.6	790.7
1999	258.0	250.8	161.1	67.2	66.0	16.5	10.1	9.7	839.4
2000	312.8	244.4	146.8	68.3	75.0	18.5	11.9	10.5	888.0
Females									
1991	172.0	115.7	60.7	44.6	31.7	6.7	4.5	8.8	444.8
1992	164.1	136.7	74.1	42.5	31.3	7.8	5.5	8.6	470.4
1993	172.6	167.1	81.3	40.1	30.7	9.6	4.9	8.3	514.5
1994	180.9	150.5	83.4	41.6	41.7	8.6	4.3	8.2	519.2
1995	228.9	166.6	84.5	52.1	44.7	9.5	5.5	8.7	600.5
1996	249.3	177.3	86.6	52.4	49.1	10.6	7.1	8.7	641.1
1997	260.7	184.3	101.6	51.5	75.0	11.7	7.8	9.0	701.7
1998	267.3	195.7	118.7	53.9	78.4	12.9	8.7	8.9	744.5
1999	276.3	225.5	145.4	59.2	68.0	15.4	9.1	9.0	807.8
2000	328.3	224.2	140.0	61.6	71.2	15.7	10.5	9.7	861.3
Persons									
1991	362.5	263.8	145.3	96.9	74.0	17.1	9.2	17.2	985.9
1992	359.6	297.2	173.3	91.4	74.4	18.7	11.0	17.0	1,042.5
1993	372.2	348.6	189.8	88.3	72.4	22.4	10.7	17.0	1,121.4
1994	379.7	331.9	192.7	90.4	91.1	19.1	9.4	17.2	1,131.5
1995	454.3	367.8	194.5	109.2	95.0	21.7	11.5	18.8	1,272.7
1996	487.1	395.8	195.0	112.6	99.4	24.4	14.5	18.6	1,347.4
1997	508.5	417.4	218.2	111.5	141.5	26.6	16.2	18.7	1,458.6
1998	516.9	429.1	260.0	115.0	149.2	29.0	17.6	18.5	1,535.2
1999	534.3	476.3	306.5	126.4	133.9	31.8	19.3	18.7	1,647.2
2000	641.1	468.6	286.8	129.9	146.2	34.2	22.4	20.2	1,749.4

[1] Figure 5 and the table presented below contain a break in time series between 1993 and 1994, coinciding with the introduction of AVETMISS as the data collection standard. A break in series also occurred in 1998 with the inclusion of community education providers in the collection and in 1998 with the inclusion of private providers in the collection.

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